

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School College of Liberal Arts and Sciences Department/School School of Civic and Economic Thought and Leadership

Prefix: CEL Number: 394 Title: Liberalism and Conservatism in America Units: 3

Course description: **This course will examine two of the most prominent categories in American politics today: “liberalism” and “conservatism.” Since both liberals and conservatives often have disagreements among themselves, we will study the intellectual origins and philosophies of the varieties of liberalism and conservatism in the United States, including classical liberalism, progressive liberalism, libertarianism, constitutional/natural rights conservatism, traditional conservatism, and more. By providing students with a deeper understanding of the diverse viewpoints that shape the beliefs of American citizens, the course will help students to grapple more deeply with their own political and social convictions, and it will prepare students to be leaders amid the diversity of American social and political life. Students will read philosophic texts closely, write analytic essays, and participate in class and online discussions.**

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics? Yes

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. _____ (Required) Chair/Director Initials

Requested designation: Literacy and Critical Inquiry–L **Mandatory Review:** No

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

[Literacy and Critical Inquiry core courses \(L\)](#)

[Mathematics core courses \(MA\)](#)

[Computer/statistics/quantitative applications core courses \(CS\)](#)

[Humanities, Arts and Design core courses \(HU\)](#)

[Social-Behavioral Sciences core courses \(SB\)](#)

[Natural Sciences core courses \(SQ/SG\)](#)

[Cultural Diversity in the United States courses \(C\)](#)

[Global Awareness courses \(G\)](#)

[Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Zachary German E-mail zachary.german@asu.edu Phone 480-727-2131

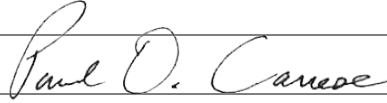
Department Chair/Director approval: *(Required)*

Chair/Director name (Typed):

Paul Carrese

Date: April 11, 2018

Chair/Director (Signature):



Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA		
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p> <p style="text-align: right;">Syllabus</p>
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p>C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p> <p style="text-align: right;">Syllabus and paper handout</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p>C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p> <p style="text-align: right;">Syllabus</p>
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p>C-3</p>		

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	<p>Syllabus and paper feedback template</p>
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
CEL	394	Liberalism and Conservatism in America	L

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	The course requirements include four 750-1000 word essays, each worth 10% of the final grade, as well as a 10-15 page final paper, worth 25% of the final grade .	Please see Course Requirements in syllabus, labeled as C-1.
2	Each writing assignment requires students to analyze critically the liberal and conservative political philosophies under investigation, and to provide evidence for one's interpretations and analyses.	Please see descriptions of assignments in syllabus, under Course Requirements, labeled as C-2. See also paper handout.
3	While the short essays will be posted to a discussion forum, they will nevertheless require in-depth engagement with the material, critical inquiry, and evaluation. A 10-15 page final paper will serve as the capstone of the semester.	Please see descriptions of assignments in syllabus, under Course Requirements, labeled as C-3.
4	Students will receive timely feedback on their assignments from their instructor, as well as feedback from their fellow students. The course also includes a final paper proposal and outline, which students will submit in order to receive feedback, preparing them to be successful on their final paper assignment.	Please see course due dates in syllabus under Course Requirements, as well as the description of the Final Paper Proposal and Outline under Course Requirements, both labeled as C-4. See also paper feedback template.

CEL-394 (305): LIBERALISM AND CONSERVATISM IN AMERICA

T/Th 3:00-4:15; Cowden Family Building 218

3 credits

INSTRUCTOR: Professor Zachary German

Office: Coor Hall 6662

E-Mail: zgerman@asu.edu

Phone: 480-727-2131

Office Hours: T 12:30-2:00; Th 1:00-2:30; or by appointment (scheduled by e-mail)

COURSE DESCRIPTION

This course will examine two of the most prominent categories in American politics today: “liberalism” and “conservatism.” Since both liberals and conservatives often have disagreements among themselves, we will study the intellectual origins and philosophies of the varieties of liberalism and conservatism in the United States, including classical liberalism, progressive liberalism, libertarianism, constitutional/natural rights conservatism, traditional conservatism, and more. By providing students with a deeper understanding of the diverse viewpoints that shape the beliefs of American citizens, the course will help students to grapple more deeply with their own political and social convictions, and it will prepare students to be leaders amid the diversity of American social and political life. Students will read philosophic texts closely, write analytic essays, and participate in class and online discussions.

COURSE LEARNING GOALS

The readings, discussions, and assignments in this course are intended to enhance students’ ability to:

- (a) **read** texts of liberal and conservative political thought closely in order to **grasp** their premises, assumptions, and implications
- (b) **identify** the key features of the various types of liberalism and conservatism, including classical liberalism, progressive liberalism, libertarianism, constitutional/natural rights conservatism, traditional conservatism, and “radical orthodoxy”
- (c) **critique** and **defend** the arguments, philosophic premises, and political consequences of the varieties of liberalism and conservatism discussed in this course
- (d) **discuss** the hot-button political issues of our day in a civil and informed manner
- (e) **develop** one’s own political philosophy, situated within the context of liberalism and conservatism in America
- (f) **communicate** clearly and effectively through public speaking and written work

REQUIRED TEXTS

In this course, we will read selections from a wide variety of political writings. Many of the assigned readings will be posted on or linked from Blackboard. However, the following texts should be purchased/rented and brought to the class sessions during which they will be discussed.

- Paul Starr, *Freedom's Power: The True Force of Liberalism* (Basic Books, 2008) [ISBN: 0465081878]
- J.S. Mill, *On Liberty* (Hackett, 1978) [ISBN: 0915144433]
- F.A. Hayek, *The Constitution of Liberty: The Definitive Edition*, ed. Ronald Hamowy (University of Chicago Press, 2011) [ISBN: 0226315398]
- Frank S. Meyer, ed., *What Is Conservatism?* (ISI Books, 2015) [ISBN: 1610171403]

COURSE REQUIREMENTS

Assignment	Points	Portion of Grade	Due Date
Attendance and Participation	150	15%	Each class meeting
Political Autobiography	50	5%	Thursday, August 23
“Why I Am / Why I Am Not / Why I’m Not Sure” Essays (posted to discussion forum) (4 assignments)	400	40%	Due dates—some optional—approximately every other week (beginning Week 3)
Discussion Forum Participation	100	10%	Due dates approximately every other week (beginning Week 4)
Final Paper Proposal and Outline	50	5%	Sunday, November 18
Final Paper	250	25%	Final Exam Date
TOTAL	1,000	100%	

A. ATTENDANCE AND CLASS PARTICIPATION (15%)

This course offers you the rare opportunity to grapple deeply with questions of public importance *and* to discourse weekly with colleagues who are reflecting on those same questions. You can only fully seize this opportunity, however, by coming to class, carefully reading the assigned materials, and being prepared and willing to participate in class discussion. Raising questions, advancing ideas or arguments about the topic at hand, and participating in class activities are all part of quality course participation.

You are permitted 2 unexcused absences—in other words, one week’s worth of classes—without penalty over the course of the semester. Beginning with a third unexcused absence, each such absence will be accompanied by a loss of 30 points (or 3% of your final grade) of the Attendance and Participation portion of your grade. If you accrue more than 7 unexcused absences over the course of the semester, you will be ineligible to pass the course.

B. POLITICAL AUTOBIOGRAPHY (5%, DUE: THURSDAY, AUGUST 23)

What do you believe about politics, and why do you believe it? What do you think is most important or fundamental about politics, and why is it so important? What are your deepest political principles or convictions? To what extent do they reflect the major influencers in your life (e.g., parents, teachers), and why are they not identical to those influencers' views (if they are not)? In a **2-4 page paper**, provide a political autobiography that explains your political philosophy in a nutshell. This autobiography will serve as a touchstone by which to gauge whether and how your political philosophy evolves over the course of the semester. If you do not have strongly formed political views or a political philosophy, explain why you have never found the competing positions convincing or why you are ambivalent.

C-1,
C-2, C-3

C. "WHY I AM / WHY I AM NOT / WHY I'M NOT SURE" ESSAYS (40%, IN 4 PARTS; SEE COURSE SCHEDULE FOR DUE DATES)

4 times throughout the semester, you will write short essays about the political philosophy currently being discussed in class and post them to our online discussion forum. Your essay should be 750-1000 words, and it should address why you are, are not, or are unsure whether you are an adherent of (or at least sympathetic to) the political philosophy currently under discussion. As a short, argumentative essay, each post should be well-organized, built around a thesis, and supported by textual evidence and logical argumentation. Each essay corresponds to 10% of your final grade.

If you prefer not to speak in terms of your own political views or opinions, you are free to speak in hypotheticals—to adopt the role of advocate or critic: "If I were to defend this position / If I were to critique this position."

Posting these essays to our discussion forum, with the peer feedback discussed below, serves a number of purposes. First, they allow you to develop and refine your own political philosophy over the course of the semester in an active way, while critically assessing the political philosophies that we are studying. Second, they provide us with a venue to continue our class discussions beyond the confines of the classroom. Third, they offer an opportunity to practice civil and constructive dialogue through a medium that is particularly characterized by uncivil and unconstructive dialogue—online communication. Finally, they provide you with peer feedback on your work.

D. DISCUSSION FORUM PARTICIPATION (10%)

Roughly every other week (more often than your short essays are due), you will be required to post replies to two other students' essays, pointing out and explaining areas of agreement and disagreement with their analyses—what you think is insightful, what you think is susceptible to persuasive rebuttals, what raises questions in your mind, etc.. You may also respond to other students' replies, in order to foster a robust online discussion. The guiding principle of your participation is that it should be both **constructive** and **charitable**. As uncommon as it may be in our public discourse today, we want to practice civil discourse about liberalism and conservatism in America. In this class, we are a community of learners engaged in the communal project of seeking knowledge about political life—as Abraham Lincoln would say, "We are not enemies, but friends. We must not be enemies."

C-4

E. FINAL PAPER PROPOSAL AND OUTLINE (5%, DUE: SUNDAY, NOVEMBER 18)

Writing well and arguing well rarely happen without forethought and planning. This assignment encourages you to begin thinking about and developing your final paper at least two weeks before it is due. You will submit a paper proposal and outline that includes the following components

- Paper Title
- Abstract: A one-paragraph summary of your paper's topic and thesis
- Outline: A tentative outline of the structure of your paper, including the main topics you plan to cover and the arguments that you plan to advance
- Bibliography: A list of the sources from class and any outside sources that you plan to incorporate

C-1, C-2,

C-3

F. FINAL PAPER ASSIGNMENT (25%, DUE: FINAL EXAM DATE)

In a **10-15 page paper**, you will develop an argument for your own political philosophy, whether it fits cleanly within one of the course's political philosophies, whether it consists of some hybrid of political philosophies, or whether it is best characterized as a philosophy that we did not discuss. You should make an argument for your position, addressing counterarguments and explaining why you find the alternatives unconvincing. This assignment gives you the opportunity to synthesize and expand upon the insights that you have gained from our readings and discussions both in class and online.

If you are interested in developing a research project of comparable length on another topic, rather than following this prompt, please consult with your instructor in advance.

GRADING SCALE

Grade	Points	Percentage	Description of Work Quality Expected
A+	980-1,000	98-100%	Exemplary work throughout the course
A	930-979	93-97%	Excellent work on a consistent basis
A-	900-929	90-92%	Very good, sometimes excellent, work
B+	880-899	88-89%	Very good work on a consistent basis
B	830-879	83-87%	Good work
B-	800-829	80-82%	Good work, with some exceptions
C+	780-799	78-79%	Above average work
C	700-779	70-77%	Average work
D	600-699	60-69%	Passing work
E	0-599	00-59%	Failing work

COURSE AND UNIVERSITY POLICIES

I. ACADEMIC INTEGRITY

Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academic-integrity/>.

II. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc.

III. POLICY AGAINST THREATENING BEHAVIOR

All incidents and allegations of violent or threatening conduct by an ASU student (whether on or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

IV. TITLE IX AND UNIVERSITY POLICY

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

V. CLASSROOM DECORUM AND ELECTRONICS USAGE

This course aims to provide a learning environment in which we consider and respect diverse viewpoints. We should reflect that consideration and respect through attentive listening and respectful interactions. To that end, please silence your phone and all other electronic devices in the classroom, and refrain from holding side conversations in class.

When you use electronics for extracurricular purposes in the classroom, your mind is not fully present. You and your classmates lose the benefit of your full engagement in the course, and the use of electronics is distracting to others. For those reasons, the use of laptops/tablets is permitted only for electronic readings and note-taking. ***All other uses of electronic devices are prohibited.***

VI. ATTENDANCE AND ABSENCES

Attendance at all class meetings is required. Late arrival and early departure are discouraged, though preferable to a complete absence. Your attendance record will impact your Attendance and Participation grade and will likely influence your performance on other assignments in the course, as well. Please notify me ***in advance*** if it is necessary to miss all or part of a class meeting. When applicable, submit documentation for excused absences in accommodation of religious observances/practices and university-sanctioned activities in accordance with ACD 304-04 and ACD 304-02 in the Academic Affairs Manual.

For more on attendance policies, please consult the *Course Requirements*.

VII. LATE ASSIGNMENTS

In fairness to all the students in the course and as an incentive for you to plan your semester accordingly, the following late assignment policies will be followed

- Discussion Forum Assignments: For each calendar day that a discussion forum assignment is late, it will receive a deduction of 1% (out of a possible 5%) of your final grade. Late participation in the discussion forum will only be eligible for half-credit.
- Other Writing Assignments: For each calendar day that a writing assignment is late, it will receive a 5-point deduction. Please be aware that these penalties stack up more quickly than you may realize. For your final paper, due on our final exam date, acceptance of late submissions cannot be guaranteed. If acceptance is possible, the same late penalty will apply.

VIII. EXTENUATING CIRCUMSTANCES

Part of the informal apprenticeship of college life is to learn how to manage your time and priorities well. However, extenuating circumstances do arise from time to time. Adequate documentation of your extenuating circumstance should be provided in these cases. The sooner these are submitted, the more likely an accommodation may be made.

IX. EXTRA-CREDIT OPPORTUNITIES

The School of Civic and Economic Thought and Leadership will host a number of public events this semester. If you attend an event ***and*** submit a reflection paper about it (2-pages, double-spaced, 12-point standard font) ***or*** discuss it with me during office hours, you may increase your final grade by up to 5 points. You may complete up to 5 extra-credit assignments over the course of the semester.

In a reflection paper, you should briefly summarize the event's content. You should then address what you found most important about the event and questions that the event raised in your mind. If you choose the office hours alternative, you should be prepared to discuss the same matters. ***You should submit your paper or make your office visit no later than two weeks after the event takes place.***

X. COMMUNICATION WITH THE INSTRUCTOR OUTSIDE OF CLASS

While I strive to respond to e-mails quickly, a good rule of thumb is to expect that it will take at least 24 hours to receive a response to your correspondence. Please plan accordingly.

XI. HONORS CONTRACTS AVAILABLE

If you are interested in setting up an Honors Enrichment Contract for this course, please consult with your instructor at the beginning of the semester. For more information about honors contracts, please see the following website:

<https://barretthonors.asu.edu/academics/honors-courses-and-contracts/honors-enrichment-contracts>

UNIVERSITY WRITING CENTERS

Writing well is a difficult skill to develop, and learning to assess one's own writing may be an even more challenging task. Students are thus encouraged to take advantage of the assistance and resources offered by the ASU Writing Centers. For information on the writing centers, please consult the following website: <https://tutoring.asu.edu/student-services/writing-centers>.

COURSE SCHEDULE

The following course schedule is subject to change. Depending upon the pace of class discussion, one or more units may be reduced. You will be notified if/when such changes are made.

Assignment due dates and holidays are listed in **bold**.

Week/Day	Assignments
Week 1: Introductory Matters	
Thursday, August 16: To Liberate or to Conserve	Read: Syllabus Watch: The Moral Roots of Liberals and Conservatives – Jonathan Haidt https://www.youtube.com/watch?v=vs41JrnGaxc
Week 2: Classical Liberalism	
Tuesday, August 21	<ul style="list-style-type: none">• John Locke, <i>Second Treatise of Government</i> (selections)• <i>The Declaration of Independence</i>
Thursday, August 23	<ul style="list-style-type: none">• John Locke, <i>A Letter Concerning Toleration</i> (selections)• James Madison, <i>Memorial and Remonstrance against Religious Assessments</i> Political Autobiography Due
Week 3: Classical Liberalism	
Tuesday, August 28	Paul Starr, <i>Freedom's Power</i> , 15-27, 53-82

Thursday, August 30	<ul style="list-style-type: none"> • Fareed Zakaria, “The Rise of Illiberal Democracy” • Andrew Sullivan, “Democracies End When They are Too Democratic” (http://nymag.com/daily/intelligencer/2016/04/america-tyranny-donald-trump.html) <p>Essay Option #1 Due Today; Replies Due by Monday, September 3.</p>
Week 4: Progressive Liberalism	
Tuesday, September 4	John Dewey, <i>Individualism, Old and New</i> (selections)
Thursday, September 6	Woodrow Wilson, <i>Constitutional Government in the United States</i> (selections)
Week 5: Progressive Liberalism	
Tuesday, September 11	<ul style="list-style-type: none"> • Walter Rauschenbusch, <i>Christianity and the Social Crisis</i> (selections) • Herbert Croly, <i>The Promise of American Life</i> (selections)
Thursday, September 13	<ul style="list-style-type: none"> • Paul Starr, <i>Freedom’s Power</i>, 85-116 <p>Essay Option #2 Due Today; Replies Due by Monday, September 17</p>
Week 6: Libertarianism	
Tuesday, September 18	John Stuart Mill, <i>On Liberty</i> , Chs. 1-2
Thursday, September 20	John Stuart Mill, <i>On Liberty</i> , Chs. 3-4
Week 7: Libertarianism	
Tuesday, September 25	Friedrich Hayek, <i>The Constitution of Liberty</i> (selections)
Thursday, September 27	<ul style="list-style-type: none"> • Friedrich Hayek, <i>The Constitution of Liberty</i> (selections) • Friedrich Hayek, “Why I Am Not a Conservative,” in <i>What Is Conservatism?</i> <p>Essay Option #3 Due Today; Replies Due by Monday, October 1</p>
Week 8: Liberalism Conclusion	

Tuesday, October 2	<ul style="list-style-type: none"> • Nick Bostrom, “Transhumanist Values” (http://www.fhi.ox.ac.uk/transhumanist-values.pdf) • Leon Kass, <i>Life, Liberty and the Defense of Dignity: The Challenge for Bioethics</i> (selections)
Thursday, October 4	<ul style="list-style-type: none"> • Jason Hill, <i>Becoming a Cosmopolitan</i> (selections) • Richard Rorty, <i>Achieving Our Country</i> (selections)
Week 9: Natural Rights or Constitutional Conservatism	
Tuesday, October 9	<ul style="list-style-type: none"> • Leo Strauss, “The Three Waves of Modernity” • Catherine and Michael Zuckert, “Strauss-Modernity-America,” in <i>The Truth about Leo Strauss</i>
Thursday, October 11	<ul style="list-style-type: none"> • Mark Blitz, <i>Conserving Liberty</i>, Introduction, Ch. 1, Ch. 4
Week 10: Natural Rights or Constitutional Conservatism	
Tuesday, October 16	Fall Break – No Class
Thursday, October 18	<ul style="list-style-type: none"> • Irving Kristol, “The Neo-Conservative Persuasion” • Charles Kesler, “What’s Wrong with Conservatism?” (https://www.aei.org/publication/whats-wrong-with-conservatism/) <p>Essay Option #4 Due Today; Replies Due by Monday, October 22</p>
Week 11: Traditional Conservatism	
Tuesday, October 23	Edmund Burke, <i>Reflections on the Revolution in France</i> (selections)
Thursday, October 25	<ul style="list-style-type: none"> • Alexis de Tocqueville, <i>Democracy in America</i>, 2.2.2, 2.4.6 • Robert Nisbet, <i>The Quest for Community</i> (selections)
Week 12: Traditional Conservatism	
Tuesday, October 30	<ul style="list-style-type: none"> • Russell Kirk, “Prescription, Authority, and Ordered Freedom,” in <i>What Is Conservatism?</i> • Russell Kirk, “Who are the Conservatives?,” in <i>A Program for Conservatives</i>

Thursday, November 1	<ul style="list-style-type: none"> • Rod Dreher, <i>Crunchy Cons</i> (selections) • Wendell Berry, “The Whole Horse” <p>Essay Option #5 Due Today; Replies Due by Monday, November 5.</p>
Week 13: Radical Orthodoxy / Radical Critique of Liberal Modernity	
Tuesday, November 6	<ul style="list-style-type: none"> • Alasdair MacIntyre, <i>After Virtue</i> (selections) • Alasdair MacIntyre, “Politics, Philosophy and the Common Good”
Thursday, November 8	Patrick Deneen, “Unsustainable Liberalism,” from <i>Why Liberalism Failed</i>
Week 14: Radical Orthodoxy/Radical Critique of Liberal Modernity	
Tuesday, November 13	Ryszard Legutko, <i>The Demon in Democracy: Totalitarian Temptations in Free Societies</i> (selections)
Thursday, November 15	<ul style="list-style-type: none"> • Rod Dreher, <i>The Benedict Option: A Strategy for Christians in a Post-Christian Nation</i> (selections) • Charles J. Chaput, <i>Strangers in a Strange Land: Living the Catholic Faith in a Post-Christian World</i> (selections) <p>Essay Option #6 Due Today; Replies Due Monday, November 19</p>
Week 15: Thanksgiving Break	
Tuesday, November 20	Paper Proposal and Outline Due – No Class Meeting
Thursday, November 22	Thanksgiving Holiday – No Class Meeting
Week 16: Conservatism and Course Conclusion	
Tuesday, November 27	The Unsustainable Liberalism Debate (Readings TBD)
Thursday, November 29	Closing Discussion: Other political philosophies in American politics

Week 17: Final Exam Week	
Final Exam Date	Final Paper Assignment Due

CEL-394: A SUCCESSFUL PAPER

Your success on the writing assignments in this course is mostly the product of the effort that you invest and the writing habits that you employ. The more checkmarks that you follow below, the more likely you are to perform well on the next paper assignment.

I. MY INTRODUCTION AND THESIS

- ✓ My introduction effectively describes the interest and importance of the question that my paper answers.
- ✓ My thesis clearly and fully summarizes the argument that I make in this paper.
- ✓ My introduction provides a brief outline or “roadmap” of how my paper proceeds in proving my argument.
- ✓ I understand the feedback given on previous assignments, and I implemented the suggestions for improving my introduction and thesis.

II. MY ARGUMENT

- ✓ My argument is carefully thought out and developed. It does not contain logical flaws or logical leaps. If I take on the mindset of a critic of my own position, I do not see obvious or serious weaknesses to my argument.
- ✓ I anticipated and engaged with the best counterarguments to my position. I gave those counterarguments adequate attention, and I made the case for why my argument is the best interpretation of the evidence.
- ✓ I understand the feedback given on previous assignments, and I implemented the suggestions for improving my arguments.

III. MY EVIDENCE

- ✓ I incorporated a variety of pieces of evidence to prove my argument.
- ✓ I incorporated a variety of sources to prove my argument.
- ✓ The key points of my argument are substantiated with evidence.
- ✓ I included only reliable sources. I did *not*, for instance, cite web resources of questionable credibility.
- ✓ For every reference to a source, I included full citation information, including page numbers and essay numbers (where applicable).
- ✓ I understand the feedback given on previous assignments, and I implemented the suggestions for improving my use of evidence.

IV. MY WRITING

- ✓ I began the writing process well in advance of the due date, so that I have had ample time to proofread and revise.
- ✓ I drafted the paper during the day, when I am alert and energized, rather than during the middle of the night, when I am more likely to make mistakes and miss mistakes.
- ✓ I slowly and carefully proofread my paper at least two times.
- ✓ I had a second reader proofread my paper.
- ✓ I carefully read my paper out loud to catch errors, awkward phrasings, or awkward word choices.
- ✓ I understand the feedback given on previous assignments, and I implemented the suggestions for improving my writing.

Student Name
CEL-394: First Paper
Grade:

Grade Scale: Very Good – Good – Okay – Needs Improvement – Poor

I. INTRODUCTION/THESIS

II. QUALITY OF ARGUMENT

III. QUALITY OF EVIDENCE

IV. QUALITY OF WRITING